

The SAGE Handbook of
Comparative Studies
in Education



Edited by
Larry E. Suter,
Emma Smith and
Brian D. Denman



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**Comparative Studies
in Education**



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1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd
B 1/1 Mohan Cooperative Industrial Area
Mathura Road
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Cover Design: Bhairvi Gudka
Typeset by: Cenveo Publisher Services
Printed in the UK

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Library of Congress Control Number: 2018962496

British Library Cataloguing in Publication data

A catalogue record for this book is available from the British Library
978-1-5264-1946-0

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Notes on the Editors and Contributors

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Cassandra Howard obtained a PhD from the Department of Educational Leadership and Policy Studies at Florida State University. She received her BA from the University of Mississippi and her MA in Latin American Studies from the University of Florida. She has taught in elementary, middle, and high schools and is interested in how to support and prepare teachers in ways that lead to enhanced, meaningful learning opportunities for all students. Her areas of research expertise include teacher professional learning, teacher leadership, teacher agency, and teacher policy and reform.

W. James Jacob is the Vice President of Innovation and International at the Collaborative Brain Trust (CBT). He has extensive administrative experience in higher education professional development and training programs, establishing international partnerships, and external research and program funding opportunities. His international networks span every major global region, where he has helped forge sustainable partnerships with universities, government agencies, nongovernmental organizations, and alumni groups. Dr Jacob holds master's degrees in Organizational Behavior (Marriott School of Management) and International Development (Kennedy Center for International Studies) from Brigham Young University and a PhD in Education from the University of California, Los Angeles.

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Eckhard Klieme has trained as a mathematician and a psychologist. He is now Professor of Educational Research at Goethe University, Frankfurt am Main, Germany. He has been the Director of the Center for Research on Educational Quality and Evaluation at the German Institute for International Educational Research (DIPF) since 2001. His research interests focus on educational effectiveness and quality of teaching, classroom assessment, and international comparative educational research. Starting with TIMSS-Video 1995 (Trends in International Mathematics and Science Study) in Germany, Professor Klieme has led several video-based studies on teaching in mathematics, science, and language education. He has served as a consultant for national and international agencies and has been involved in international large-scale assessment programmes such as Programme for International Student Assessment (PISA), the OECD Teaching and Learning International Survey (TALIS), and currently the TALIS video study.

Susanne Kuger is Head of the Department of Social Monitoring and Methodology at the German Youth Institute in Munich (Germany). Her research interests and teaching topics are research on the effects of family, early childhood education and care, school and out-of-school environments on child and youth development, survey methodology, international comparisons in education, as well as refining modelling techniques for complex quantitative data analyses in education research.

Nancy Law is a Professor in the Division of Information and Technology in studies, Faculty of Education at the University of Hong Kong. She served as the Founding Director for the Centre for Information Technology in Education (CITE) for 15 years from 1998. She also led the Science of Learning Strategic Research Theme at the University of Hong Kong (2013–17). She is known globally as a learning scientist with a strong record and expertise in the integration of digital technology in learning and teaching to promote student-centred pedagogical innovations. Her research interests include international comparative studies of technology-enabled learning innovations, models of ICT integration in schools and change leadership, computer-supported collaborative learning, the use of expressive and exploratory computer-based learning environments, learning design and learning analytics. She received a Humanities and Social Sciences Prestigious Fellowship Scheme Award by the HKSAR Research Grants Council in 2014 in recognition of her outstanding research.

Wing On Lee is a Distinguished Professor at Zhengzhou University, China. He is concurrently serving as Director of the International and Comparative Education Research and the Central Plains Education Research Centre at the School of Education. In addition, he has been appointed Director of the Citizenship Education Research Centre as a National-based Centre established at Zhengzhou University. Professor Lee has over 20 years of senior management experience in higher education in different countries. He was previously Vice-President and Chair Professor of Comparative Education at the Open University of Hong Kong (2014–17) and Dean of Education Research at National Institute of Education, Singapore (2010–14). He has also previously served at Hong Kong Institute of Education as Vice President (Academic) and Deputy to President, Acting President and Chair Professor of Comparative Education, Founding Dean of the School of Foundations in Education, Head of two Departments and the Centre for Citizenship Education (2007–2010). In 2005, he was invited by the University of Sydney to be Professor and Director (International). Prior to his service in Australia, he had served at the University of Hong Kong as Associate Dean of Education and Founding Director of Comparative Education Research Centre. He has served on many strategic committees in his public services, such as Chair of Research Ethics Board on Population Health for the National Healthcare Group and Conference Ambassador for Singapore Tourism Board in Singapore, and Education Commission, Central Policy Unit, Curriculum Development Council and Quality Education Fund in Hong Kong. Currently, Professor Lee is appointed by the Hong Kong government to serve as Chair of the Award for Outstanding Practice in Moral Education (Primary Sector), Chair of the Steering Committee of PISA 2018, and member of Task Force on Curriculum Review.

Leming Liang is a PhD candidate completing his thesis entitled ‘A Multilevel and Multiscale Exploration of Teacher Learning in Technology-enhanced Pedagogical Innovations’. He is also the project manager for a learning design and analytics project named An Open Learning Design, Data Analytics and Visualization Framework for E-learning, which focuses on learning

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Laura M. O'Dwyer is a Professor in the Measurement, Evaluation, Statistics, and Assessment department. Her expertise is in the area of quantitative research methods and design, and advanced data analysis, and her research focuses primarily on examining the relationships between the organizational characteristics of schools and teachers and student outcomes. She has contributed to numerous studies that examined ways for improving teacher quality and student outcomes, and her work has been funded by the NSF, the US Department of Education, and the Institute of Education Sciences. O'Dwyer has extensive experience in the design of large-scale observational and experimental research, and evaluation studies, and in the analysis of large-scale data sets such as PISA and TIMSS.

Catherine Paolucci is an Affiliate Research Scientist in the STEM Education Center at Worcester Polytechnic Institute. She began her career as a secondary mathematics teacher and earned an EdD in Mathematics Education from Teachers College, Columbia University (New York) in 2008. She has since served as a director of teacher education programs and professional development programs in the United States, Ireland, and South Africa. Her research and project work support program and policy development for mathematics teacher education, both

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Jae Park reads at the Education University of Hong Kong. His research interests are in sociology and philosophy of education. He recently published in *Comparative Education Review*, *Educational Philosophy and Theory*, *International Studies in Sociology of Education*, *Comparative Education*, and *Ethics & Behavior*. He serves as the President of the *Comparative Education Society of Hong Kong* and as the Head of the International Education Research Group in the Centre for Lifelong Learning Research and Development of the Education University of Hong Kong. He is the Editor-in-Chief of the *International Journal of Comparative Education and Development* and Editorial Board member of the book series 'Educational Leadership Theory' for Springer.

Colin Power was Deputy Director-General of UNESCO from 1999 to 2000 and Assistant Director-General for Education from 1989 to 1998. As such, he was responsible for the overall policy and management of the education programmes of UNESCO, playing a central role in all of its major initiatives, such as International Literacy Year, Education for All and the International Commission on Education for the 21st Century, and in the UN's struggle to alleviate poverty, to defend human rights, to protect world heritage sites, and to promote education for sustainable development and a culture of peace and non-violence. Dr Power began his career teaching science and mathematics before taking up an academic post at the University of Queensland where he is an Adjunct Professor at the University and Alumnus of the Year 2002, and for ten years was Professor of Education at Flinders University of South Australia. He is author or co-author of 13 books and over 250 published works on education, learning and development. Currently he is Chair of the Commonwealth Consortium for Education and Director of the Eidos Institute (an international research network and think tank on social policy issues).

Anna-Katharina Praetorius is a Professor for Research on Learning, Instruction, and Didactics at the University of Zurich (Switzerland). She completed her doctorate at the University of Koblenz-Landau (Germany) after studying Educational Science, Psychology, and Elementary Educational Science at the University of Erlangen-Nuremberg (Germany). In her research, she focuses on issues around conceptualizing and measuring instructional quality, both on a national and an international level. Additionally, she is doing research on teacher motivation and teachers' judgment accuracy. She received several publication awards for her work.

Manfred Prenzel serves as Director of the Centre for Teacher Education at the University of Vienna since his retirement at the Technical University of Munich (in 2018), where he owned the Susanne Klatten Endowed Chair of Educational Research and also filled the position of the Founding Dean of the TUM School of Education. Before he had worked as Managing Director of the Leibniz Institute for Science and Mathematics Education (IPN) in Kiel. The main topics of his research relate to issues of learning and teaching in different domains (science, mathematics, medicine, economics). He was National Programme Manager in Germany for PISA 2003, 2006 and 2012. From 2005 until 2011 Manfred Prenzel was a Member of the European Science Foundation (ESF) Standing Committee Social Sciences, and from 2003 until 2009 a

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Abbie Raikes is an Associate Professor at the College of Public Health, University of Nebraska Medical Center. Dr Raikes' recent work has focused on improving early childhood programs and policies in low- and middle-income countries. Her research background also includes a strong focus on young children's social/emotional development and leadership of the Measuring Early Learning and Quality Outcomes project. Previously, Abbie contributed to early childhood policy development in several countries as a program specialist for the United Nations Education, Science and Culture Organization (UNESCO) in Paris, where she also participated in UNESCO's process to develop indicators for the Sustainable Development Goals. Abbie was a senior program officer at the Bill & Melinda Gates Foundation, and has advised several organizations on early childhood development and education.

Wida Rogh is a Research Associate at the Department for Research on Learning, Instruction, and Didactics at the University of Zurich (Switzerland). She studied Educational Science, Art History and Psychology at the University of Münster (Germany) and completed her Master of Arts in Educational Science in 2014. Between 2013 and 2015 she worked as a Consultant at the Directorate for Education and Skills of the Organization for Economic Cooperation and Development (OECD). Since 2015 she has been working in various research projects on the creativity development and measurement in adolescence. Her current research focuses on the observational-based measurement of teaching and instruction.

David Rutkowski is an Associate Professor in Educational Policy and Educational Inquiry at Indiana University. Previously he was a Professor of Education at the Center for Educational Measurement (CEMO) at the University of Oslo, Norway, and a researcher for the International Association for the Evaluation of Educational Achievement (IEA) in Hamburg, Germany. He earned a PhD in educational policy with a research specialization in evaluation from the University of Illinois at Urbana-Champaign. His main areas of research are in the area of educational policy and educational measurement with specific emphasis on how large-scale assessments are used within policy debates. He has consulted for national and international organizations, including the US State Department, USAID, UNESCO, the IEA and the OECD, and has conducted evaluations in over 20 countries. He is the editor of the IEA policy brief series, serves on the IEA publication editorial committee (PEC) and is a board member of several academic journals. He teaches courses in evaluation, education policy, statistics and large-scale assessment.

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Pasi Sahlberg is a Professor of Education Policy and Research Director at the Gonski Institute for Education, University of New South Wales in Sydney, Australia. He has worked as school-teacher, teacher-educator, researcher, and policy advisor in Finland and has analyzed education policies and advised education policy makers around the world. He has gained working knowledge in over 60 countries and he is a former senior education specialist at the World Bank in Washington, DC, lead education specialist at the European Training Foundation, director general of the Ministry of Education in Finland, and a visiting professor at Harvard University. He is recipient of the 2012 Education Award in Finland, the 2013 Grawemeyer Award in the US, the 2014 Robert Owen Award in Scotland, the 2016 Lego Prize in Denmark, and Rockefeller Foundation Bellagio Resident Fellowship in Italy in 2017. He has published widely in academic journals, professional magazines and public media about educational issues. Most recent books include *Finnish Lessons: What Can the World Learn from Educational Change in Finland* (2015), *Hard Questions on Global Educational Change* (2017), *FinnishED Leadership: Four Big, Inexpensive Ideas to Transform Education* (2018), and *Let the Children Play: How more play will save our schools and help children thrive* (with William Doyle, 2019). Pasi is a Finnish citizen, now living with his family in Sydney, Australia.

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Michele Schweisfurth is Professor of Comparative and International Education and Director of the Robert Owen Centre for Educational Change at the University of Glasgow in Scotland,

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Guillermo Solano-Flores is Professor of Education at Stanford University. He specializes in the intersection of educational assessment, language, culture, and cognition. His research on assessment development, translation, localization, and review integrates reasoning and methods from psychometrics, sociolinguistics, semiotics, and cognitive science. He is the author of the theory of test translation error – a theory of the inevitability of translation error and its impact on validity. Also, he has used generalizability theory – a psychometric theory of measurement error – to estimate the amount of measurement error due to language factors in testing. He has advised countries in Latin America, Asia, Europe, the Middle East, and Northern Africa on the development of national assessment systems and the translation and cultural adaptation of assessments. Current research projects examine formative assessment in linguistically-diverse science classrooms and the design of illustrations as visual accessibility resources in computer-administered tests for linguistically-diverse student populations.

Amelia Marcetti Topper is an Assessment and Evaluation Specialist in the University of Rhode Island’s Office of Student Learning, Outcomes Assessment and Accreditation, and an education consultant. She currently works with undergraduate, graduate, and general education program faculty to advance an effective and meaningful university-wide assessment process, and has also managed and collaborated on numerous quantitative, qualitative, and mixed-methods studies examining student access and success for the U.S. Department of Education and other governmental and non-governmental organizations. Her independent research draws on critical and human development frameworks to examine the conceptualization and measurement of student learning and outcomes at the institutional, national, and global levels. She completed her PhD in Education Policy and Evaluation at Arizona State University, and her dissertation received the American Educational Research Association’s Division J (Postsecondary Education) 2016 Outstanding Dissertation of the Year award.

Lucia Tramonte is Professor of Sociology at the University of New Brunswick (UNB). Her research focuses on comparative education, equity, and equality in educational systems. She works on large-scale international assessments from two perspectives: she analyzes

existing data to tease out inequalities and inequities associated with access and transition in education; and she designs contextual questionnaires, measures, and new tools. With Dr Jon Douglas Willms, she designed and developed the framework and questionnaires for the contextual assessment of 15 year olds, in and out of school, and the statistical analyses for the national and international reports of PISA for Development, an initiative for low- and middle-income countries aimed at tracking international educational targets in the post-2015 UN framework. As the Co-Director of the Canadian Research Institute for Social Policy (CRISP) at UNB, she led the analytical work on the Successful Transition Project for Human Resources and Skills Development Canada (HRSDC). Since 2004, she works internationally with large organizations like the OECD, AFD, and Unesco IPE, national governments, and universities on questionnaire construction, secondary data analysis, measurement, and multilevel modelling of cross-sectional and longitudinal data.

David A. Turner is a Professor at the Institute for International and Comparative Education, Beijing Normal University. He gained his PhD from the University of London Institute of Education in 1981. He is a Fellow of the Academy of Social Sciences in the UK. His research interests include higher education policy, technical and vocational education, quality assurance, and leadership in international contexts. He has written dozens of scholarly articles and a number of books, including *Theory and Practice of Education* (2007). He has been a consultant to Ministries of Education in the Slovak Republic and Mexico. He has lived and worked in the UK, China, Japan and Mexico, as well as being an invited lecturer in conferences and institutions in many other countries. His book, *Theory of Education* (2005), was awarded the World Education Fellowship Book Award in 2007.

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Ming-Te Wang is a Professor of Psychology and Education and a Research Scientist in the Learning Research and Development Center at the University of Pittsburgh. He received a doctorate in Human Development and Psychology from Harvard University. His research program aims to inform practice and policy that improve human learning and development and address educational disparities across childhood and adolescence and in school and family contexts. His current research is centered around two primary domains: (a) creating supportive, responsive, and inclusive learning environments that can buffer students' stress, foster engagement and resilience, and support positive development; and (b) elucidating the mechanisms and processes by which inequalities are propagated in learning environments, especially for students from disadvantaged backgrounds. His specific research interests include achievement motivation and engagement, racial/ethnic and gender disparities and biases, school/classroom climate and school discipline, and parental involvement in education and ethnic-racial socialization.

J. Douglas Willms is the President of the Learning Bar Inc. He is also the President of the International Academy of Education and a Member of the US National Academy of Education. From 2002 to 2017, he held the Tier 1 Canada Research Chair in Literacy and Human Development. Since receiving his PhD from Stanford in 1983, Dr Willms has published over 300 research articles and monographs pertaining to child development, children's health, youth literacy, the accountability of schooling systems, and the assessment of national reforms. He and his colleagues designed the *Early Years Evaluation (EYE)*, an instrument for the assessment of children's early developmental skills, the *OurSCHOOL* evaluation system for the continuous monitoring of student outcomes, and *Confident Learners*, a whole-school literacy program. Dr Willms developed the assessment framework, *Educational Prosperity*, which several countries are using in their capacity-building efforts and for the development of educational policy.

Dominic Wyse is Professor of Early Childhood and Primary Education at University College London (UCL), Institute of Education (IOE), and Academic Head of the Department of Learning and Leadership. Dominic is a Fellow of the Academy of Social Sciences (FACSS), incoming Vice-President, then President (2019–21) of the British Educational Research Association (BERA), and a fellow of the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA). The main focus of Dominic's research is curriculum and pedagogy. Key areas of work are the teaching of writing, reading and creativity (e.g. *How Writing Works: From the Invention of the Alphabet to the Rise of Social Media*. Cambridge University Press). Dominic has extensive experience of funded research projects which he has disseminated in numerous peer-reviewed research journal articles and books (e.g. his research paper: 'Experimental trials and what works? in education: The case of grammar for writing' (2017)). These books include major international research volumes for which he is the lead editor (e.g. *The BERA/SAGE Handbook of Educational Research* (2017) and *The SAGE Handbook of Curriculum, Pedagogy and Assessment* (2016)), and bestselling books for students, teachers and educators (e.g. *Teaching English, Language and Literacy* (4th edition, Routledge, 2018) and *A Guide to Early Years and Primary Teaching* (Sage, 2016)). He has been an editor, and on the editorial board, of internationally recognised research journals. From 2012 to 2018 he was an editor of the *Curriculum Journal*, one of the journals of the British Educational Research Association (BERA).

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Preface

Larry E. Suter

The field of Comparative Education research continues to produce a large volume of studies about all aspects of the practices of education in different cultures. One purpose of this new handbook is to critically examine the quality of claims about cross-national discoveries about learning and instruction. Another purpose is to provide guidance to anyone tempted to seek knowledge about educational practices in other nations. The rationale for this new handbook is based on the editors' belief that comparative studies in education are frequently used to influence government and education policies at both national and international levels but that the interpretation of evidence by policy makers may not always be reliable, whereby authors and educational policy makers do not always share common understandings of the content of the studies that are the source of their discussion.

Other scholars have assembled syntheses of Comparative Education research and there are several excellent textbooks, encyclopedias and handbooks of international education that introduce the history and knowledge base of Comparative Education. Each of these outputs has a particular strength unique to the editors and writers, who, along with those who write for this handbook, provide evidence of great diversity in approach to the study of educational practices in different cultures.

The volume will critically assess the status of research methodology and knowledge of educational practices in the field of Comparative and International Education from multiple points of view. The authors of the chapters have been chosen for their expertise in methods of research and for their specific expert knowledge of disciplines such as economics, sociology, psychology, educational policy, philosophy, and political science. The authors have cast a critical lens on how curriculum, assessments and policies are organized today in Comparative Education research. They will discuss theoretical diversity within the discipline and examine integrity and intellectual coherence with a view of guiding future research. This assessment will provide practical guidance for students and experienced researchers for conducting future research about educational policies and practices across countries.

The editors of this handbook were stimulated to produce this volume by the expansive application of large-scale survey research methods to measuring student achievement in recent years. The study of educational practices around the world, once limited to observational descriptions like travel reports, has been injected with a large number of repeating 'empirical' surveys of students, teachers and parents. While these studies compose a small segment of the total number of publications about comparative education, they have received significant attention by policy makers in nearly all countries. By the turn of the 21st century, while survey methods had matured to reach high levels of quality in operationalization, the results from these studies were often at risk of oversimplified presentation and containing many hidden assumptions about student responses to self-reported surveys. This handbook was initiated by a belief by the three editors that a significant number of misunderstandings were to be found in public media and